REVIEW OF EDUCATIONAL RESEARCH VOLUME 65, 1995 TITLE INDEX

ANOVA: A Paradigm for Low Power and Misleading Measures of Effect Size?, Wilcox, No. 1, p. 51

Beyond a Two-Goal Theory of Motivation and Achievement: A Case for Social Goals, *Urdan & Maehr*, No. 3, p. 213

Cognitive and Noncognitive Effects of Multigrade and Multi-Age Classes: A Best-Evidence Synthesis, Veenman, No. 4, p. 319

Cooperative Versus Competitive Efforts and Problem Solving, Qin, Johnson, & Johnson, No. 2, p. 129

English-as-a-Second-Language Learners' Cognitive Reading Processes: A Review of Research in the United States, *Fitzgerald*, No. 2, p. 145

Expanding the Constructivist Metaphor: A Rhetorical Perspective on Literacy Research and Practice, Greene & Ackerman, No. 4, p. 383

Feedback and Self-Regulated Learning: A Theoretical Synthesis, Butler & Winne, No. 3, p. 245

Joint Book Reading Makes for Success in Learning to Read: A Meta-Analysis on Intergenerational Transmission of Literacy, Bus, van IJzendoorn, & Pellegrini, No. 1, p. 1

Mexican American Students and Classroom Interaction: An Overview and Critique, Losey, No. 3, p. 283

Narrative Versus Meta-Analytic Reviews: A Rejoinder to Graham's Comment, Cooper & Dorr, No. 4, p. 515

Narrative Versus Meta-Analytic Reviews of Race Differences in Motivation: A Comment on Cooper and Dorr, *Graham*, No. 4, p. 509

On the Limited Presence of African American Teachers: An Assessment of Research, Synthesis, and Policy Implications, Cizek, No. 1, p. 78

Percent: A Privileged Proportion, Parker & Leinhardt, No. 4, p. 421

Race Comparisons on Need for Achievement: A Meta-Analytic Alternative to Graham's Narrative Review, Cooper & Dorr, No. 4, p. 483

Reassessment of Developmental Constraints on Children's Science Instruction, *Metz*, No. 2, p. 93

Social Construction of Data: Methodological Problems of Investigating Learning in the Zone of Proximal Development, The, Smagorinsky, No. 3, p. 191

Space Factor in Mathematics: Gender Differences, The, Friedman, No. 1, p. 22